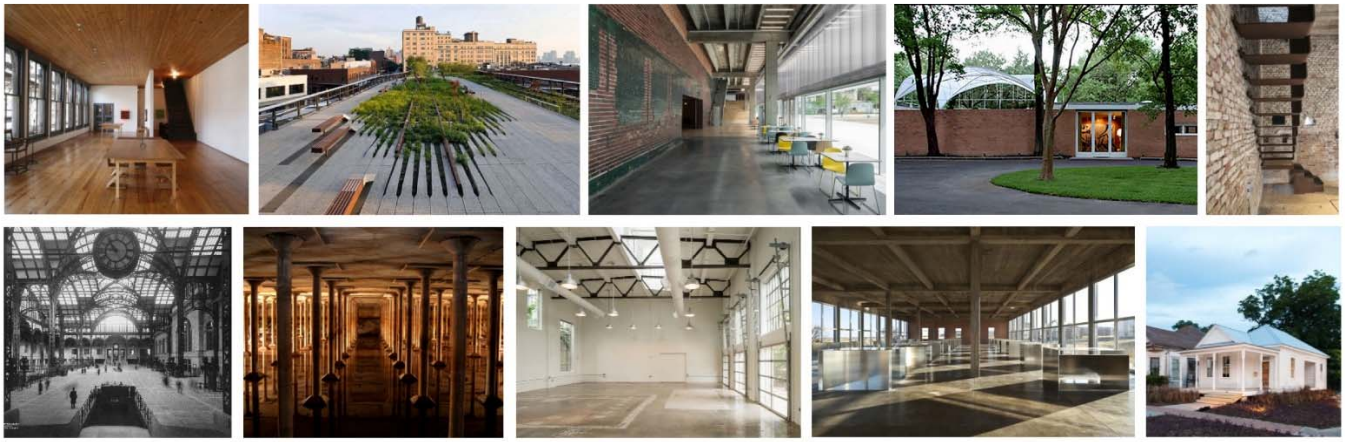
A D A P T A T I O N

Restoration, Renovation, and Re-use

Nonya Grenader / Arch 350-(1) / AH 230 / Wednesday 9:30am-12:00pm



OVERVIEW / LEARNING OBJECTIVES

Adaptive re-use is both a philosophy and a practice. In this class, we will consider the "why" and the "how" of the full range of architectural rehabilitation: meticulous restorations, modest renovations, and innovative forms of re-use. Using case studies as a background, adaptation will be examined at various scales, including materials, buildings, historic districts, and landscapes. The numerous forces that shape these projects will be evaluated: context, concepts, methods, economics, public policy, and sustainability. The class is open to architecture students and non-architecture students. Every existing building occupies a place in the present while maintaining a position in the past; in this class, we will speculate on their participation in the future. Topics include:

--Exploration of architectural restoration, renovation, and adaptive reuse through case studies and precedents.
--Selected readings ranging from historical to practical.
--Concepts that accompany intervention, such as erasure and memory traces, infill and additive structures, and deletion and replacement.
--Guest lectures and site visits with architects and planners focusing on the strategies, processes, and methods that are unique to this design typology.
--The science that is essential for rehabilitation, including practices for repair and re-structuring.
--Economic considerations, including national and local tax incentives.
--Aspects of sustainability and the embedded advantages of re-use.
--The future of re-use as seen through an examination and speculation of adaptation at various scales: an object, building, historic neighborhood, or an urban area in transition.

SCHEDULE Jan. 2020 (some site visit dates to be confirmed)

January 15 --Introduction: The topic and class structure.
--Part 1: Lecture/overview of restoration, renovation, and adaptive re-use precedents.

January 22 --Part 2: Lecture/overview of restoration, renovation, and adaptive re-use precedents.
--Reading: Daniel Abramsom, "Inventing Obsolescence," *Obsolescence* and Charles Bloszies, "Case Study: Morgan Library," *Old Buildings, New Designs*.

January 29 -- Case study/precedents: turn in one page word/Image and submit images for presentation to Canvas:
--Readings: Jane Jacobs, "The Necessity of Old Buildings," *Death and Life of American Cities*, Nicolai Ouroussoff, "Outgrowing Jane Jacobs and Her New York," *New York Times*.

February 5 --Modern becomes Historic and historic becomes Modern / Site Visits (by car): Selected houses and Heights Textile Mill.
--Readings: Stuart Brand, "Flow" and "Shearing Layers," *How Buildings Learn*.

February 12 --Part 3: Lecture/overview—Historic in Houston including 3rd and 5th Wards, Heights, Menil Bungalows/Montrose, East End, and Boulevard Oaks.
--Walking tour: Boulavard Oaks, selected houses and/or Dan Flavin Installation/Menil (1500 Richmond).
--Reading: Gillian Darley, "Factory as Icon," *Factory*.

February 19 --Guest lectures: Heather Rowell on the Broker Studio (adaptation) and David Bucek on NASA Command Center (restoration).
--Final paper assigned: An examination of a building, street, or zone that displays evidence of preservation/restoration, renovation, or adaptive re-use. Text is 6 pages (minimum) with additional images (photos, diagrams, collage, etc.) as needed to convey aspects such as context (historical, economic, social, and political), sustainability, past and current program/use, and future potential.

February 26 --East End / Site Visits (by car or rail): Skelly House / Fire House No. 2, Joe Meppelink (MetaLab) and others.

March 4 --Adaptive Re-use / Site visits (by car): Kinney Morrow/6th Ward Office (with Michael Morrow) and Ecclesia (with David Guthrie). Optional: Cistern.
--Reading: Catherine Shaw (interview), Koolhaas Talks Prada, *Metropolis*, Daniel Abramson, Sustainability and Beyond," *Obsolescence.*
—-Submit question for reading discussion by March 9th.

March 11 --Class discussion of all readings.

March 18 --Spring Break (no class)

March 25 --Word/Image pin-up (1 page): preview of final paper topic.

April 1 --Preservation / Site Visit (by rail): Isabella Court and the Julia Ideson Library.
–Submit Presentation Images to Canvas/Assignments (Final Presentation, Images only) on or before 9am. on April 8.

April 8 -- Final papers (text with images) due: Turn in final paper one hard copy and submit paper to Canvas/Assignments.
--A presentation/summary of your proposed paper topic with 6-8 images Presentation should be 5 minutes followed by class comments.

April 15 --If needed, Part 2 of Presentations and short class discussion regarding the sustainability and future of adaptive re-use.

April 22 --Jury Week (no class).

READINGS/DISCUSSION:

Selected readings will be posted on Canvas. Please refer to the class schedule for titles, dates of completion, and dates for posting a question in the Canvas section for class discussion.

GRADING COMPONENTS and CRITERIA

30% Contribution to class discussion, reflecting comprehensive attention to assigned readings and engagement with various aspects of field trips and viewings. Students are expected to be in class on time, with appropriate materials for required pin-ups, readings, and site visits.

30% 2 word/image responses (1 page each): 1) general case study 2) site visit observation and 3) final presentation/paper abstract (5-7 slides with overview of paper).

40% Final paper and class presentation (7 written pages + additional images, diagrams, site collage, etc.).

A Exceptional work, beyond what is expected or required. Attends class regularly and contributes new and relevant ideas to class conversations and presentations that illuminate, inform, and/or challenge assumptions and perspectives. Exhibits a very high level of thought, skill, and creative thinking when preparing papers and presentations.

B Above average work in ways noted above.

C Acceptable work—has no more than three unexcused absences and completes assignments, but rarely contributes in ways noted above.

D Unsatisfactory work—attends class sporadically and completes most assignments, but never contributes in ways noted above.

Disability Accommodations:
Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain as confidential as possible. Students with disabilities will need to contact Disability Support Services in Allen Center Room 111; Phone: 713-348-5841; Email: adarice@rice.edu.